United Nations
Educational, Scientific and
Cultural Organization

21/06/2016

Ref.: CL/4166

Subject: **The Sixth Consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)**

Dear Minister,

As you are no doubt aware, every four years UNESCO monitors the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation), adopted by the Organization's General Conference at its 18th session in 1974. We are now launching the Sixth Consultation on the implementation of this Recommendation, which will result in a report covering the period 2012-2015 that is to be submitted to the 202nd session of the Executive Board and subsequently, to the 39th session of the General Conference in 2017.

As the principles of the 1974 Recommendation are closely aligned to Target 4.7 of the Sustainable Development Goal on education, the monitoring of the implementation of the 1974 Recommendation also is a highly relevant opportunity to follow-up and review the progress towards the achievement of the Target, with a focus on education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, as well as on culture's contribution to sustainable development.

In order to facilitate the reporting on the 1974 Recommendation, the Executive Board approved, at its 199th session, the attached guidelines containing a questionnaire, which will be made available online for Member States to complete. Only one questionnaire per country should be submitted, and it will represent the official country report. I invite you kindly to compile your answers in a participatory manner, in coordination with relevant national stakeholders including NGOs working in these areas and your National Commission for UNESCO, with as much information as there is available.

The Permanent Delegation to UNESCO of your country will forward to you a communication with a link to the questionnaire, as well as instructions on how to fill in your answers through an online platform. Your country's report should be submitted online **no later than on 30 September 2016**.

In the event that an online submission of your answers is not possible, a hard copy of your completed questionnaire should reach Mr Qian Tang, Assistant Director-General for Education at UNESCO Headquarters, by post at: 7, Place de Fontenoy, 75352 Paris 07 SP France, or by e-mail at: gced@unesco.org. The deadline for the receipt of submissions by e-mail is the same as the one stated above.

For any questions related to this matter, I invite you to contact the Division for Inclusion, Peace and Sustainable Development, in the Section of Education for Sustainable Development and Global Citizenship of the Education Sector at: gced@unesco.org.

Yours sincerely,

Irina Bokova
Director-General

Enclosure: Guidelines including questionnaire (as adopted in 199 EX/14 Part III, Annex)

cc: National Commissions for UNESCO
Permanent Delegations to UNESCO
UNESCO field offices
United Nations Office of the High Commissioner for Human Rights

GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOM (1974)

As adopted at the 199th session of the Executive Board

I. Introduction

A. About the 1974 Recommendation

1. The UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation) aims to promote world peace through international understanding, solidarity and cooperation. It was adopted on 19 November 1974 by the General Conference of UNESCO at its 18th session.

2. The General Conference "recommends that Member States should apply" the provisions included in the 1974 Recommendation "by taking whatever legislative or other steps" that provide institutional (e.g. policies and systems) and pedagogical (e.g. teacher training, educational materials, equipment, etc.) support for its implementation, based on the "objectives", referred to in paragraph 4 of the 1974 Recommendation, "regarded as major guiding principles" such as a global education perspective, cultural diversity, interdependence, communication, rights and responsibilities, international solidarity and cooperation, and, problem solving, as well as other principles[1] including:

    - cultural diversity and tolerance
    - equality and non-discrimination
    - peace and non-violence
    - justice and fairness
    - human rights and fundamental freedoms
    - human survival and well-being
    - caring for our planet/sustainability

3. The 1974 Recommendation is applicable to formal, non-formal and informal education and to all levels, from pre-primary to higher and adult education and life-long learning. It concerns areas such as civics and ethics education, education for international understanding, solidarity and cooperation and/or other related subjects, such as peace education, human rights education or other areas of study that focus or include the teaching and learning of the above principles. Over time, these areas have evolved to include other topics[2] related to education on sustainable development, climate change, global citizenship, preventing violent extremism, or others, which are also closely related to the original principles of the 1974 Recommendation.

---

1 These are principles that are included throughout the 1974 Recommendation and which are grouped here to guide the reporting process.

2 These include topics that are closely related to the principles of the 1974 Recommendation and which are frequently mainstreamed in national education systems. They are also used as a reference in the questionnaire.

B. Reporting obligations

4. The General Conference, at its 18th session, "recommends that Member States submit […] reports concerning the action taken by them in pursuance of this recommendation". Moreover, in accordance with Article VIII of UNESCO's Constitution "Each Member State shall submit to the Organization […] reports […] on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."

5. All Member States, given the political commitment to and moral force of the 1974 Recommendation and their reporting obligations, should provide information on legislative measures that have been taken pursuant to the 1974 Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the 1974 Recommendation, describing legal norms as well as actual implementation.

6. For the full text of the 1974 Recommendation please follow this link: http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html

II. How to fill in the questionnaire

- The following questionnaire has been updated to guide and assist Member States with their reporting. It aims to collect, in a simplified manner, information on the extent to which Member States have mainstreamed the principles of the 1974 Recommendation in their education systems, focusing on institutional, content, teachers, assessment, materials/resources, experiential opportunities and overall implementation issues. Responses to this questionnaire will be considered as the official national report for each Member State.

- Only one questionnaire per country should be submitted, which will represent the official country report.

- Member States with a federal system of governance are invited to provide information on the overall implementation of the 1974 Recommendation in the country rather than its implementation in each individual sub-national state, as appropriate. Space is also provided under question 29 for Member States to include any additional information they wish to share.

- Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry of Education/Government, including with key, relevant civil society partners to collect the information/data.

- Member States have two options for submitting the questionnaire:

  i. Online: the questionnaire can be completed and submitted online through this link;

  ii. Hard copy: the questionnaire can be completed electronically and the hard copy should be sent to the Assistant Director-General for Education, UNESCO. It is recommended that the questionnaire be filled by the Ministry responsible for education.

IV. Questionnaire

1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

Not at all ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 Fully✓

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

Not at all ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 Fully ✓

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

Information in this regard is provided in para 29

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/curriculum reform or policy development that took place in the last five years?

○ (a) Yes. Please specify below: Revision of National Curriculum is being carried out, through which the emphasis on the principles of the 1974 Recommendation has been increased in Social Science group subjects. As for curricula at the vocational education level, they are being revised. 80 modular programs have been adopted. All of them include general obligatory civic education module

○ (b) No

○ (c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. *(please tick all that apply)*

Peace and non-violence

○ (a) Friendly relations among nations ✔

○ (b) Preventing violent extremism ✔

○ (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.) ✔

Human rights and fundamental freedoms

○ (a) Equality, inclusion and non-discrimination ✔

○ (b) Justice and fairness ✔

○ (c) Ethics/ morals / values ✔

Cultural diversity and tolerance

- (a) International understanding, solidarity and cooperation
- (b) Intercultural and interreligious dialogue
- (c) Global citizenship

Human survival and well being

- (a) Climate change
- (b) Environmental sustainability, caring for the planet
- (c) Sustainable development, consumption, and livelihood

- Other principles/topics. Please specify below:

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

- (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)
  Information in this regard is provided in para. 29
- (b) No
- (c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? *(please tick all that apply)*

Peace and non-violence

- (a) Friendly relations among nations
- (b) Preventing violent extremism
- (c) Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms

- (a) Equality, inclusion and non-discrimination
- (b) Justice and fairness
- (c) Ethics/ morals / values

Cultural diversity and tolerance

- (a) International understanding, solidarity and cooperation ✔
- (b) Intercultural and interreligious dialogue ✔
- (c) Global citizenship ✔

Human survival and well being

- (a) Climate change ✔
- (b) Environmental sustainability, caring for the planet ✔
- (c) Sustainable development, consumption, and livelihood ✔

Other principles/topics. Please specify below:

8. In which school subjects are these principles and topics mainly taught? *(please tick all that apply and number them in order of importance)*

- (a) Arts
- (b) Civics, civil or citizenship education✓ 2
- (c) Ethics/moral studies
- (c) Geography✓ 4
- (d) Health and Physical Education and Sports
- (e) History✓ 3
- (f) Languages
- (g) Religious education
- (h) Science
- (i) Social studies✓ 1
- (j) Other. Please specify below:

The information applies to the general education level. As for the vocational education level, information Is provided in question 29 0f the questionnaire.

9. Please indicate the school levels at which these principles and/or topics are taught. *(please tick all that apply)*

- (a) Pre-primary✓
- (b) Primary ✔
- (c) Secondary ✔
- (d) Post-secondary/ Tertiary✓

(e) Other. Please specify below (e.g. adult education, TVET, etc.):

VET, adult education

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*

(a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)

(b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)

(c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)

(d) As a separate subject. Please indicate the subjects below (e.g. civics education)

Our Georgia, Civic Education, History, Geography; as for the vocational education level –Civic Education

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all 1 2 3 4 5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all 1 2 3 ✓ 4 5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? *(please tick all that apply)*

(a) Pre-primary

(b) Primary

(c) Secondary

(d) Post-secondary/ Tertiary

(e) Other. Please specify below (e.g. adult education, TVET, etc.):

Adult education level teachers

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

(a) 0 - 20%

(b) 21 - 40%

(c) 41 - 60%

- (d) 61 - 80%
- (e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

- (a) Yes ✔
- (b) No
- (c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. *(please tick all that apply)*

- (a) Knowledge ✔
- (b) Skills and competencies ✔
- (c) Values and attitudes ✔
- (d) Behaviours ✔
- (e) None
- (f) No information available

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? *(please tick all that apply)*

- (a) Knowledge ✔
- (b) Skills and competencies ✔
- (c) Values and attitudes
- (d) Behaviours
- (e) None
- (f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? (*please tick all that apply)*

(a) Peace and non-violence

Not at all 1 2 3 ✓ 4 5 Adequately

(b) Human rights and fundamental freedoms	Not at all Adequately	○ 1	○ 2	○ 3 ✓	○ 4	○ 5
(c) Cultural diversity and tolerance	Not at all Adequately	○ 1	○ 2	○ 3 ✓	○ 4	○ 5
(d) Human survival and well being	Not at all Adequately	○ 1	○ 2	○ 3 ✓	○ 4	○ 5
(e) Other. Please specify below: _____ _____	Not at all Adequately	○ 1	○ 2	○ 3	○ 4	○ 5

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

○ a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.) _____

○ (b) No ✔

○ (c) No information available

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation. (*please tick all that apply)*

○ (a) Learner-centred ✔

○ (b) Innovative and creative ✔

○ (c) Participatory and interactive ✔

○ (d) Whole school ✔

○ (e) Research and experimentation ✔

○ (f) Education through arts and sports

○ (g) Child friendly schools ✔

○ (h) Other. Please specify below: _____

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)? *(please tick all that apply)*

○ (a) Student exchange programmes ✔

○ (b) Twinning with other education institutions (regional/international level) ✔

(c) Linking schools/classrooms with those in another country through internet/social Media ✓

(d) Collaborative projects ✔

(e) Community work/ participation in community/local activities/events ✔

(f) Other. Please specify below:✓

Multicultural Summer Schools Programmes are implemented for school children and teachers

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

etwining plus; Professional Development Program for Non-Georgian School Teachers;

(b) No

(c) No information available ✓ no specific results are known yet since the new programs have been introduced in 2015 at the Vocational education level;

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? *(please tick all that apply)*

(a) School governance/decision making ✓

(b) Student council or similar bodies ✓

(c) Student clubs ✓

(d) None

(e)

Students are members of supervisory boards of VET institutions; as for the institutionsc of higher Education, there are students self-governancies functioning

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(please tick all that apply)*

(a) Non-formal education ✓

(b) Informal education

(c) Adult education ✓

(d) Media-based education ✓

(e) No information available

(f) Additional information:

In line with the guiding principles of the Recommendation, on November 6, 2015 an interagency commission was set up at the Ministry of education and science of Georgia(MoES) involving 11 agencies. Among the issues discussed by the commission were contextual assesement criteria of the textbooks. The commission had been informed of the need for creating criteria regarding equality of race, skin colour,religion, political and other views, national, ethnic and social belonging, origin, property status and social status, place of residence, gender and religious equality. As a result of the activities carried out in this regard by the MoES, these criteria were created with the involvement of

subject experts of the Ministry. The work has already been finished on them and in the near future they will be presented to the Ministry of Education and Science.

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented	1	2	3	4✓	5 Fully implemented

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved	1	2	3	4	5 Improved ✓
	○	○	○	○	○

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(please tick all that apply)*

(a) No political/policy priority

○ (b) Lack of education/curriculum/pedagogical initiatives

○ (c) Insufficient resources (financial, technical, human) ✓

○ (d) Competing demands

○ (e) Other and/or additional comments on your choice:

○

28. If progress has been made, what have been the enabling factors? *(please tick all that apply)*

(a) Political/policy priority ✓

○ (b) Education/curriculum/pedagogical initiatives implemented ✓

○ (c) Increased demand (by parents, the community, policymakers, etc.) ✓

○ (d) Availability of resources (financial, technical, human) ✓

○ (e) Other and/or additional comments on your choice:

○

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

Information regarding question 3 of the Questionnaire IV (provided by the Ministry of Justice of Georgia)

The Constitution of Georgia – The Constitution of Georgia is a supreme law of the country that shares the values and principles of universal human rights and freedoms. Verbatim, it states: "The state shall promote the development of culture, the unrestricted participation of citizens in cultural life, expression and enrichment of cultural originality, recognition of national and common values and deepening of international cultural relations" (Article 34, paragraph 1). Pertaining to domestic ethnic cultures, it maintains: "Citizens of Georgia shall be equal in social, economic, cultural and political life irrespective of their national, ethnic, religious or linguistic belonging. In accordance with universally recognized principles and rules of international law they shall have the right to develop freely, without any discrimination and interference, their culture, to use their mother tongue in private and in public" (Article 38, paragraph 1)". In addition, the Constitution further stipulates that it "shall not deny other universally recognized rights, freedoms and guarantees of an individual and a citizen, which are not referred to herein but stem inherently from the principles of the Constitution" (Article 39). Pertaining to education, the Constitution recognizes affirms: "Everyone shall have the rights to receive education and the right to free choice of a form of education" (Article 35, paragraph 1). Also, "everyone is free by birth and is equal before the law regardless of race, color, language, sex, religion, political and other opinions, national, ethnic and social belonging, origin, property and title, place of residence" (article 14) and " and "everyone shall have the freedom to develop their own personality" (article 16). In addition, "the state shall facilitate the physical development of adults and youth as well as their engagement in sports through cooperation with educational institutions and sports associations" (article 34^1).

Criminal Code of Georgia – Criminal Code of Georgia foresees the criminal liability for violation of human equality (article 142) and racial discrimination (article 142^1).

Law of Georgia on the Elimination of All Forms of Discrimination – The Law of Georgia on the Elimination of All Forms of Discrimination is intended to eliminate every form of discrimination and to ensure equal rights of every natural persons under the legislation of Georgia irrespective of race, skin color, language, sex, age, citizenship, origin, place of birth or residence, property or social status, religion or belief, national, ethnic or social origin, profession, marital status, health, disability, sexual orientation, gender identity and expression, political or other opinions, or other characteristics. According to the Law of Georgia on the Elimination of All Forms of Discrimination both direct and indirect discrimination (article 2, paragraph 2 and paragraph 3), as well as multiple discrimination is prohibited. Multiple discrimination is defined as discrimination based on the combination of two or more characteristics (article 2, paragraph 4). Noteworthy, discrimination is prohibited in all spheres, both in public and private sector (article 3). In addition, the alleged discriminating person shall bear burden of proving that discrimination did not occur (article 8, paragraph 2).

According to the law an independent body – the Public Defender of Georgia, is authorized to monitor and control elimination of discrimination and ensuring of equality in Georgia. An Equality Department has been created within the Public Defender's Office as the responsible body to receive complaints and an increasing number of cases have been received.

Information regarding question 6 of the questionnaire. (provided by the Secretariate of Human Rights under the Administration of the Government of Georgia

In 2014 The Human Rights Council chaired by the Prime-Minister was established at the executive branch in order to monitor the process of implementation of the Governmental Action Plan on Human Rights. Council is the ministerial level mechanism and is accountable to the Parliament of Georgia. Significant part of the Action Plan concerns educational activities/human rights trainings. Therefore, relevant activities are scattered around different chapters of the Action Plan including but not limited to child rights, gender equality, combating violence against women/domestic violence, etc. Accordingly, the, work of the Council touches upon the educational aspects. The Human Rights Action Plan (2016-17) includes the obligation to develop the new chapter on the right to education. Council members are not limited to the Ministers and includes biggest local non-governmental organizations, UN, CoE, EU delegation and Public Defender of Georgia. Meetings of the Council are held annually to discuss progress of the implementation of the Action Plan as well as pertinent issues to be added to the plan.

In November 2014, the Inter-Agency Council on Implemnting Measures to combat domestic violence was re-established at the Administration of the Government of Georgia, chaired by the Assistant to the Prime-Minister on Human Rights and Gender Equality Issues. The Council is a policy making Body tasked with coordination and monitoring of government agencies involved in implementation of National Action Plan on the Measures to Combat Domestic Violence in Georgia. The Council is a Deputy Ministerial level mechanism, where Ministry of Education plays an important role in its activities. The Council meets to discuss challenges that Government faces in terms of domestic violence as well as to discuss recommendations drafted by the representatives of the NGO sector, concerning different state agencies. Council has a Consultative Group consisting of civil society representatives and international organizations. The last meeting of the Council concerned the implementation of the Action Plan of 2013-2015 on the Measures to Combat Domestic Violence in Georgia. The Action Plan for 2016-2017 on the Measures to be implemented for Combating Violence against Women and Domestic Violence and Protection of Victims/Survivors, approved in July 2016 includes various educational activities such as:

- Conducting specialized trainings for the Teachers/principals of secondary schools and vocational educational institutions, as well as for the staff of pre-school educational institutions with the purpose of building their capacity and raising awareness on violence against women and domestic violence (including legislative amendments, if any);
- Conducting trainings / awareness raising workshops on violence against women (including early marriages) and domestic violence issues in secondary schools, vocational education and higher education institutions;
- Organizing awareness raising-educational meetings in Tbilisi and regions on the issues of violence against women (including early marriages) and domestic violence and with the purpose of promoting existing state-funded services for especially vulnerable groups:
- Conducting a baseline study of the causes, practices, consequences and prevalence of early marriages.

Government of Georgia is actively working on the implementation of the Security Council Resolution No. 1325 on Women, Peace and Security, No.1325, No.1820, No.1888, No.1889 and No.1960. In 2015 the coordination of the National Coordination Group was designated to the Assistant to the Prime-Minister on Human Rights and Gender Equality issues. National Coordination Group meets to discuss the implementation of the Action Plan on the UNSCR.

Government of Georgia is in the process of strengthening gender equality mechanism under the executive branch, namely Inter-Sectorial Commission on Gender Equality, Combatting Violence against Women and Domestic Violence, is being established and will become operational in the nearest future.

The similar Inter-Sectorial body is being created on child rights that will cover all issues concerning developments, challenges and objectives at the executive branch and will reinforce stronger and more effective mechanisms to tackle the issues of child rights.

Government of Georgia is actively working on the implementation of the Security Council Resolution No. 1325 on Women, Peace and Security, No.1325, No.1820, No.1888, No.1889 and No.1960. Government of Georgia is in the process of strengthening gender equality mechanism under the executive branch, namely Inter-Sectorial Commission on Gender Equality, Combatting Violence against Women and Domestic Violence, is being established and will become operational in the nearest future.

Information regarding question 8 of the Questionnaire IV

At the vocational education level the principals and topics of the Recommendation are taught in Civics, civil or citizenship education. The number of importance is 1.

Additional information regarding question 21 of the Questionnaire (pertaining to Higher Education Institutions in Georgia)

Student exchange programmes and Collaborative projects are implemented at the higher education level that allow students to experience other cultures and interact with people of different backgrounds.

According to Law one of the primary goals of higher education is "to encourage the mobility of students and the academic personnel of higher education institutions" (Art. 3, P.1).

In order to achieve these goals, the State shall ensure (Art. 3, P.2) "full participation in a unified European educational and research area for the processes of learning, teaching and for conducting scientific research works, as well as in other international systems of cooperation".

Besides, according to the Article 49^1 "for consolidation and rational allocation of their own resources, for carrying out joint activities for integration into the international education environment and facilitation of regional development, the higher education programmes may be jointly carried out by several Georgian higher education institutions and/or a foreign higher education institution recognized by a foreign legislation".

In line the goals defined by the law Georgian HEIs are implementing the bilateral agreements with the foreign HEIs. Furthermore, Georgian higher education institutions are actively involved in implementation of EU Erazmus+ program (former TEMPUS), which supports the modernization of higher education in countries surrounding the EU. Thirty Georgian HEIs (both public and private) from nine cities (Tbilisi, Kutaisi, Batumi, Gori, Telavi, Zugdidi, Akhaltsikhe, Akhalkalaki and Tsnori) were participating in different Tempus projects since 1995. Currently 22 Tempus projects are being implemented in Georgia. Besides, Georgian HEIs benefit from Erasmus+ credit and degree mobility schemes. At this stage 25 Georgian HEIs collaborate with 102 universities from 29 programme countries. With 888 scholarships (697 outgoing to Europe + 191 incoming from Europe) Georgia is one of the most popular countries for credit mobility according to the 2015 call results.

In addition, to support the mobility of academic staff and young researchers the following programs are implemented by the Shota Rustaveli National Science Foundation: Postdoctoral research grants, Mobility grants for postdocs, PhD scholarships, DAAD scholarships for PhD and postdocs, MA research scholarships,
Seasonal schools, Travel grants and Conference grants.

International Education Center has been established in 2014 under the aegis of Prime Minister of Georgia. The mission of the center is to contribute to strengthening democratic, social and economic development of the country by supporting enhancement of education quality and preparation of professional human resources. In order to achieve anticipated goals, the center implements International Master's degree and Doctoral programs. The program is aimed at encouraging young people in Georgia to get involved in students' academic mobility and obtain internationally recognized academic degree(s) at world leading universities. Once scholarship recipients complete their state-funded course(s), the master and doctoral program graduates must return to Georgia and continue working in the relevant sector for at least three years. The most successful graduates will be offered profiled state employment. As well as employment, the program will assist graduates to create social, academic and professional networks that will serve to expand their individual professional contacts, as well as contribute to inter-sectoral cooperation and joint work of the same graduates in projects and research within the public sector.

The program is aimed at encouraging young people in Georgia to get involved in students' academic mobility and obtain internationally recognized academic degree(s) at world leading universities. Once scholarship recipients complete their state-funded course(s), the master and doctoral program graduates must return to Georgia and continue working in the relevant sector for at least three years. The most successful graduates will be offered profiled state employment. As well as employment, the program will assist graduates to create social, academic and professional networks that will serve to expand their individual professional contacts, as well as contribute to inter-sectoral cooperation and joint work of the same graduates in projects and research within the public sector.

In addition, to support the mobility of academic staff and young researchers the following programs are implemented by the Shota Rustaveli National Science Foundation: Postdoctoral research grants, Mobility grants for postdocs, PhD scholarships, DAAD scholarships for PhD and postdocs, MA research scholarships,
Seasonal schools, Travel grants and Conference grants.

International Education Center has been established in 2014 under the aegis of Prime Minister of Georgia. The mission of the center is to contribute to strengthening democratic, social and economic development of the country by supporting enhancement of education quality and preparation of professional human resources. In order to achieve anticipated goals, the center implements International Master's degree and Doctoral programs. The program is aimed at encouraging young people in Georgia to get involved in students' academic mobility and obtain internationally recognized academic degree(s) at world leading universities. Once scholarship recipients complete their state-funded course(s), the master and doctoral program graduates must return to Georgia and continue working in the relevant sector for at least three years. The most successful graduates will be offered profiled state employment. As well as employment, the program will assist graduates to create social, academic and professional networks that will serve to expand their individual professional contacts, as well as contribute to inter-sectoral cooperation and joint work of the same graduates in projects and research within the public sector.

In order to promote inbound mobility and support incoming students the program for funding foreign students at bachelor and master degree level is implemented. Around 240 000 GEL is secured by the state for funding the program annually.

Information concerning implementation guiding principles of the 1974 Recommendation

In line with the guiding principles of the Recommendation: Equality, inclusion and non-discrimination, the Ministry of Education and Science of Georgia carries out adaptation of educational resources with the view of facilitating receiving education by the representatives of national/ethnic minorities. Adapted textbooks that have been developed by the MoES are distributed to every school child annually.

In 2015 National Center for Teacher Professional Development(TPDC), a LEPL under the MoES developed and approved "Support Program for Professional Development and Career Advancement of teachers at general education institutions of the regions densely populated with national/ethnic minorities". The program was designed for accessibility to "Teacher Induction, Professional Development and Career Advancement Scheme", as well as related documents by non-Georgian general education institution teachers in their own language. The following activities have been implemented under the programme:

- ✓ Teacher Induction, Professional Development and Career Advancement Scheme Guide have been translated in Azerbaijani, Russian and Armenian languages.
- ✓ Part one of Teacher Induction, Professional Development and Career Advancement Scheme Guide has been translated in Azerbaijani, Russian and Armenian languages.
- ✓ Self-assessment questionnaire of Teacher Induction, Professional Development and Career Advancement Scheme Guide has been translated in Azerbaijani, Russian and Armenian languages.
- ✓ Self-assessment tabula of Georgian language knowledge has been translated.
- ✓ Teacher Induction, Professional Development and Career Advancement Scheme (a set of documents) has been printed in Azerbaijani, Russian and Armenian languages.
- ✓ Part one of Teacher Induction, Professional Development and Career Advancement Scheme has been printed.

Development-approval-translation of subject training modules and reading materials:

- ✓ Subject training programmes and related training materials, provided in the national curriculum have been developed and approved for non-Georgian school teachers. Through passing tender procedures, they have been sent for translation in Azerbaijani, Russian and Armenian languages.
- ✓ Teacher Induction, Professional Development and Career Advancement Scheme (Azerbaijani, Russian and Armenian versions);
- ✓ Part one of Teacher Induction, Professional Development and Career Advancement Scheme Guide (Azerbaijani, Russian and Armenian versions);
- ✓ Teachers' self-assessment questionnaire ((Azerbaijani, Russian and Armenian versions) are available at TPDC website: www.tpdc.ge

Under the program "Georgian Language for Future Success" throughout 2014-2015 academic year 86 certified trainer-teachers of Georgian as a second language were dispatched to 85 non-Georgian schools in Samtskhe –Javakheti, Kvemo Kartli and Kakheti. 95 trainer –teachers were dispatched to 92 non-Georgian schools in the above-mentioned regions since September 2015. These trainer-teachers conducted Georgian language course for local teachers apart from teaching them Georgian as a second language.

In 2015 integrated summer camp was organized, involving 150 non-Georgian pupils. Activities carried out within it aimed at developing skills of harmonious co-existence among pupils of diverse cultural origin, as well as tolerance towards different cultures.

Accessibility to higher education for ethnic minorities

There is a social programme for funding students with state study grants, operating at the MoES with the aim of promoting equal access to higher education for ethnic minorities. It envisages funding studies for those students with state study grants who studied at the Azerbaijani and Armenian language institutions of general education through the last three years and obtained a document of a complete general education there. Providing funding for those students who studied at the institutions of general education in Akhmeta municipality (Schools in Pankisi region, densely populated with ethnic Kists) is also envisaged under the Social Programme. Students get funding in the course of 4 -6 years (depending on the duration of the programme) in the scope of 2250 GEL, a maximum amount of a state study grant.

A special educational programme on preparation in the Georgian language is functioning with the aim of teaching a state language to ethnic minorities and promoting their access to higher education. This is a specialized accredited educational programme; enrolment is carried out based on the results of a single exam (Azerbaijani or Armenian language tests of general skills). This program allows a person to acquire Georgian language knowledge and skills (writing, reading, listening, speaking) at the level enabling them to pursue undergraduate studies. State funding is provided to 100 Azerbaijani and 100 Armenian

language students annually. This involves providing funding for Georgian language educational programme through a year and studies at Bachelor's level in the course of 4 years.

Professional retraining of representatives of national/ethnic minorities and promotion of their employment

In 2015 activities related to involvement of ethnic minorities in vocational education were launched. Offering Georgian language courses prior to and in the course of studying process is planned. Concrete steps were defined in the format of task meetings. Since 2016 Georgian language courses will also be available to ethnic minorities at the colleges, too. Besides, a process of translation of professional tests in the languages of ethnic minorities (Armenian, Russian and Azerbaijani languages) is already under way.

In line with the guiding principles of the Recommendation :

Friendly relations among nations
Preventing violent extremism
Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, equality, non-discrimination the Ministry of education and science of Georgia conducts information campaigns with the aim of raising tolerance and leniency in society.
In 2014-2015 academic year thematic contests were held for students of general education institutions under "School Contests Sub-programme". The teens expressed their views and attitude towards the following European values: gender equality, discrimination, **tolerance**, domestic violence, violence against women, early marriages, bullying, etc.
In May 2015 "Europe through my objective" – a contest of video links was held under the "School Contests " subprogramme. It aimed at conceiving by teens the essence of European values and its significance in modern Georgia; at the same time, expressing their own vision towards European values, including gender equality and tolerance.

The following activities were implemented by the MoES regarding gender –related issues:

To raise pupils awareness on human rights issues, the following contests were held for students of general education institutions under the School Contests Subprogramme" in 2014-2015 academic year.

Contest of video links "Step to Empathy"

Contest of video links "Step to Empathy"

Essay contest "Step to Empathy"

Blog Contest “We protect our peers rights”

Schoolchildren contest in blogs

The teens expressed their own vision and attitude towards the following European values: gender equality, discrimination, domestic violence, violence against women, early marriages, bullying, etc.

In May 2015 “Europe through my objective” – a contest of video links was held under the “School Contests” subprogramme. It aimed at conceiving by teens the essence of European values and its significance in a modern Georgia ; at the same time, expressing their own vision towards European values, including gender equality and tolerance.

In 2014, within the frames of a joint project “No to Violence” – by the Ministry of Internal Affairs of Georgia and the Ministry of Education and Science of Georgia – a social campaign directed against domestic violence, meetings were held across Georgia in various public and private schools, as well as at the institutions of higher education to inform students and raise their awareness. The project envisaged informational meetings with students and schoolchildren.

On December 27, 2014 a pupils’ conference on violence was held. It aimed at raising their awareness on the issues of gender equality, violence, discrimination, as well as their prevention.

Within the frames of “**Parent Education and Engagement Subprogramme** activities are carried out on a regular basis on the spot in those regions of Georgia, where early marriages are especially frequent occurrences, with the view to preventing them. Meetings/public lectures are held at public schools for parents, where issues of early marriages, as well as problems emanating from them and its negative consequences are discussed. Representatives of the MoES, a psychologist, a representative of local law enforcement bodies, and a local social worker participate in these meetings with parents. The given activities are implemented in cooperation with UNFPA Georgia.

In line with the guiding principles of the Recommendation, requirements for managing diversity and knowledge of intercultural diversity is reflected in school principal standards.

In 2014 a working group at Teacher Professional Development Centre(TPDC), a LEPL under the MoES, worked on the recommendations regarding changes to be made to the standards for school principals.

The structure of the standards for school principals was changed, as well as indicators through which principal’s activity at school is to be assessed.

A change was made to the structure of the standard, in particular: Human resources management direction was added to “Taking care of Professional Development” and instead of “ Caring for Professional Development” it was renamed into “ Human Resources Management and Caring for Professional Development”.

A program of Mentor-Seekers was removed from the indicators of evaluation. In particular, the following indicator: "There is a programme of Mentor-Seeker operating at public schools. Sharing of experience, knowledge and skills between teachers. Now it has the following meaning: "School principal promotes socialization of starter teacher at school and facilitates sharing of experience, knowledge and skills between teachers." In the same chapter of the new version of the abovementioned standards caring for the other staff of school was added to the duties of school principal, in particular: "Article 6 has the following wording: "Caring for the professional development of school principal and other school staff".

The chapter regarding relations with parents and society was divided into two parts: Securing relations with parents and securing relations with society; though these two directions were united under a single chapter: "Securing relations with parents and society"

There were changes made to the formulation of the indicators. In the old version indicators of checking only allowed for determining standard fulfillment after school checking. Currently, the indicators are directed towards evaluation of the principal's activity directly.

A unit related to the knowledge and skills necessary for the principal has been removed in the new version of the standards.

Teachers' self-assessment questionnaire was prepared under Teacher Induction, Professional Development and Career Advancement Scheme. It was translated into Russian, Armenian and Azerbaijani languages. Issues of promoting tolerance towards pupils on teacher's part in the course of managing a learning process, as well as ensuring equality of pupils, taking into consideration their ethnic and religious diversity, as well as cultural peculiarities are included in the questionnaire. These issues are generally reflected and work is under way in this direction to include them as cross cutting competences in various training modules of civic education.

In 2014 726 teachers underwent a long-term training on the main directions and approaches of a civic education. Teaching of human rights were discussed there. They included 4 different modules (pupils' evaluation in civic education, purpose and basics of civic education, directions and components of civic education, main methods and resources of civic education). Extra 335 teachers took part in the following training module: "Civic teaching through documentaries".

198 teachers underwent modules of the main methods and resources of the abovementioned long term course in 2015.

In line with the guiding principles of the Recommendation, on November 6, 2015 an interagency commission was set up at the Ministry of education and science of Georgia(MoES) involving 11 agencies. Among the issues discussed by the commission were contextual assesement criteria of the textbooks. The commission had been informed of the need for creating criteria regarding equality of race, skin colour,religion, political and other views, national, ethnic and social belonging, origin, property status and social status, place of residence, gender and religious equality. As a result of the activities carried out in this regard by the MoES, these criteria were created with the involvement of subject experts of the Ministry. The work has already been finished on them and in the near future they will be presented to the Ministry of Education and Science.

Information concerning para 36 of the Recommendation

In line with para. 36 of the 1974 Recommendation, National Center for Teacher Professional Development (TPDC), a LEPL under the Ministry of Education and Science of Georgia facilitated professional development courses for foreign language teachers in Germany, Great Britain and France. Besides, TPDC organized study visit for sciences teachers in Switzerland and Poland. In particular:

In 2012:

- 18 English language teachers from Georgian Public Schools attended professional development course at New College Nottingham in Great Britain;
- 28 physics teachers attended professional development courses at The European Organization for Nuclear Research (CERN) in Switzerland;

In 2013:

- 10 French language teachers from Georgian Public Schools attended professional development course at Centre international D'antibes in France;
- 10 German Language teachers from Georgian Public Schools attended professional development course at Institute of International Communication in Dusseldorf, Germany;
- 10 English Language teachers from Georgian Public Schools attended professional development course at Wimbledon School of English in Great Britain;
- 10 physics teachers attended professional development courses at The European Organization for Nuclear Research (CERN) in Switzerland;

In 2014:

- 10 French language teachers from Georgian Public Schools attended professional development course at Centre international D'antibes in France;
- 16 German Language teachers from Georgian Public Schools attended professional development course at Institute of International Communication in Dusseldorf, Germany;
- 12 physics teachers attended professional development courses at The European Organization for Nuclear Research (CERN) in Switzerland;
- 5 Biology and 5 Chemistry teachers from Georgian Public Schools attended professional development course at Copernicus Science Centre in Warsaw, Poland.

Georgian teachers and educational specialists have opportunity to participate in "Pestalozzi" program not only in trainings/seminars organized in various European countries, but also in conferences and workshops planned by TPDC in Georgia. Administrative agreement between Councils of Europe and TPDC exists since 2008. 35 participants from Georgia (teachers, trainers, educational specialists) were involved in various activities (workshop, trainings, summer school) organized in European countries.

There are the following non-formal education programmes implemented by the Ministry of Sport and Youth Affairs of Georgia

In line with the guiding principles of the Recommendation:

2013 programs:

- **Secondary School Students Professional Orientation Program**

Supporting the secondary school students to define their professional orientation is one of the main priority of the state youth policy. The program aims to help young people with career planning and employment

- **The Program for the Development of the Relationship with the Young People Living in the Occupied Territories**

To support the restoration of the relationship, dialogue and trust between the youth who were divided by the border lines after the occupation. Participation of the young people living in the occupied territories in the youth grants programs.

Re-socialization program for Juveniles

Process of socialization, rehabilitation and crime prevention, active involvement in sport, non-formal education and professional (vocational) training provision.

- **Development of the Georgian Legislation in the Sport and Youth Direction**
- **Students Self-Government Support Program**
- **Integration Program for Young People with Disabilities**

Support and promotion of equal opportunities for disabled young people in the programs implemented by the government is one of the main priorities of the Ministry of Sport and Youth Affairs of Georgia. The aim of the Ministry is to identify, register, assess the needs and provide with the relevant information about the programs for these young people.

- **Youth Development Program in the Regions of Georgia**

Improvement of socio economic conditions and employment opportunities for young people living in regional/rural areas of the country. Development of the young people living in the regions, especially socially vulnerable groups, gifted and talented youth etc. Providing information about non-formal education program, scholarship, grants etc.

- **Program for Development of Relationship with Georgian Youth Living Abroad**
- **International Cooperation Program**

Strengthening of the international cooperation in the spheres of youth development is one of the main priorities as on the governmental as well as the non-governmental level. Special emphasis is given to the development of bilateral and multilateral relationships on non-governmental and governmental levels. The NGO cooperation and integration in the European youth structures. Ministry supports the popularization of the projects implemented by European Union, Council of Europe and other international organizations.

- **Civil and Non-formal Education**

Non-formal education is essential in the formation of healthy-minded young people who are able to develop a responsible and creative approach to challenges and to participate actively in public life.

- **Program for Popularization of Healthy Lifestyle and involvement of youth in cultural Life**

Young people attach great importance to cultural activities, entertainment and recreation opportunities. Youth Program priorities are: cultural, artistic, national heritage protection and maintenance/saving, creative competitions, student days and mass sporting events.

- **Program for Supporting the integration of ethnic minorities living in Georgia**

2014 programs:

- **Program for Popularization of Healthy Lifestyle and involvement of youth in cultural Life**
- **Civil and Non-formal Education**
- **Students Self-Government Support Program**
- **Development of the Georgian Legislation in the Sport and Youth Direction**
- **Integration Program for Young People with Disabilities**

- **Georgian Youth Ambassador Program**

The last program gives an opportunity to those Georgian youths who are living abroad to become youth ambassadors of their own country. The aim of the program is to raise awareness about country's culture, sport, economy, history, youth policy, business, education and etc. among youth.

- **Program for supporting the integration of ethnic minorities living in Georgia**
- **The Program for the Development of the Relationship with the Young People Living in the Occupied Territories;**
- **Youth Development Program in the Regions of Georgia**
- **International Cooperation Program**
- **Re-socialization program for Juveniles**
- **Secondary School Students Professional Orientation Program**
- **Program for Supporting socially disadvantaged young people**

The aim of the last program is to support integration of young people with special needs and youngsters with socially disadvantaged background into the society, as well as to support development of personal skills, raising awareness about active citizenship, supporting their professional orientation and social protection.

- **Program for developing youth Journalism**

Aim of the program is to raise awareness about different needs and challenges of young people, to draw attention of society on young people, to increase interest of media institution to cover youth issues under their media programs.

2015 program:

- **Program for promotion of healthy lifestyle and involvement of youth in cultural-creative activity;**
- **Program for the development of non-formal education;**
- **Program to support young students;**
- **Development of legislation**
- **Integration program for people with disabilities**
- **Georgia's Youth Ambassadors' program (Be Your Country's Young Ambassador)** (raise awareness of Georgian and foreign youngsters about our country's policies economy, education, culture, sport and youth policies with the help of Georgian youth living abroad**).**
- **Program for the promotion of integration of ethnic minorities living in Georgia**
- **Program for development of relations with youngsters living in occupied territories and support of internally displaced youngsters**
- **Program for the promotion of the development of youth living in regions;**
- **Program for international cooperation;**
- **Re-socialization program for under aged and young convicts**
- **Program for the promotion of professional orientation among pupils**
- **program for promotion of youth with special needs and deprived of parental care**
- **Youth journalism development program**
- **Volunteering development programs;**
- **Program to support youth non-governmental organizations;**

Thank you for your kind collaboration!